**Student Project Classroom Integration Plan**

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| Project: Digital Storymaking – Literary Genres | |
| Name: Heidi Bolin | Date: 2/5/2013 |
| Content Area: English Language Arts | Grade Level: 7 |

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| 1. **List the South Carolina curriculum standard(s) supported through this activity.**   **7-R1.3:** Make connections between a text read independently and his or her prior knowledge, other texts, and the world.  **7-R1.4:** Summarize, paraphrase, analyze, and evaluate what he or she reads.  **7-W3.1:** Demonstrate the ability to respond to texts both orally and in writing.  **7-R2.7:** Demonstrate the ability to identify the characteristics of genres such as fiction, poetry, drama, and informational texts.  **7-R1.7:** Demonstrate the ability to analyze the main idea of a particular text.  **7-C1.17:** Continue using critical analysis to formulate appropriate oral responses.  **7-R1.2:** Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.  **7-R2.1:** Analyze an author’s use of static, dynamic, round, and flat characters  **7-R2.3:** Identify the speaker in a literary work and recognize the difference between first and third person narration |

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| **2. Write A Focused Learning Statement.**  Students will be able to review and recognize the 2 basic types of literature and their subtopics.  **Focus topics**: Non-fiction and Fiction including their definitions.  Non-fiction: based on facts  Fiction: created by an author’s imagination.  Subtopics of Fiction: Fantacy, Realistic Fiction, Mystery, Historical Fiction, Science Fiction, Folk Tales/Fairy Tales |

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| **3. Briefly describe the activity and explain how it addresses higher level thinking.**  Students will be required to create a digital story using moviemaker to recreate a summary of a novel of their choice. Students will apply their knowledge of creating a summary and oral presentation. |
| **4. Briefly explain what the students will do in this lesson (this is a hands-on activity).**  Students will need to give a brief author description, identify the genre and address why it is that particular genre, and also insert slides which relate to events which occur throughout their novel. Students will also need to add music and video which relates to the topic of the novel and narrate a brief summary of the novel. |
| **5. Describe or include the assessment to be used with this activity.**  Students will submit their digital storytelling project after presenting it to the class. The presentation must be a minimum of 3 minutes in length and include a minimum of 10 slides relating to their novel of choice; these slides must include slides with text and images along with appropriate music for the topic. They will also need to submit a written document stating information regarding information on the author, correctly identifying the genre and stating why it is that genre, and give a brief summary of the novel identifying the types of characters (round, flat, static, and dynamic) as well as what point of view the novel was written in. |

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| **6. Name, or briefly describe, the differentiation strategy and explain how this lesson is used as a component in differentiated instruction in your classroom.**  This project is used as alternative to submitting the story maps in which they do on a regular bases. This will allow students to delve deeper into the author’s purpose as well as gain an understanding of multi-media usage.  Students will understand prior to the project beginning how to obtain assistance from me and will be given a point/scale rubric so that they may achieve the highest possible score. Additional time will be given to students if needed during our class D.E.A.R. time. |